

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion of the research findings and suggestions for school, English teachers, and future researchers.

#### **A. Conclusion**

Based on the research results that have been presented regarding the implementation of the Merdeka curriculum in English language teaching and learning at MAN 3 Blitar was carried out using inquiry-based learning. The steps of implementing inquiry learning include planning, retrieving information, processing, creating, sharing, and evaluating. However, the teaching and learning process did not fully adhere to the standard of inquiry-based learning strategies. Then, the teachers at MAN 3 Blitar had not implemented the three main elements in differentiated learning, including content differentiation, process differentiation, and product differentiation. It was concluded that the implementation of the Merdeka curriculum in English language teaching and learning at MAN 3 Blitar still requires improvement to achieve more effective learning goals and meet the diverse needs of students.

The challenges of implementing the Merdeka curriculum in English language teaching and learning at MAN 3 Blitar include teachers not discussing topics and learning resources before starting the lesson, the need to develop a more comprehensive and effective learning approach to improve students' language skills, the need to implement product differentiation, and the challenge of students lacking enthusiasm, activity, and motivation in learning.

To overcome the challenges, teachers carried out some strategies. The strategies are improving their self-competence by taking part in training and professional development,

collaborating with other teachers, utilizing technology, and creating a learning community.

## **B. Suggestions**

Based on the results above, the important suggestions conveyed by researchers are as follows:

### **1. For School**

Schools should offer regular workshops, seminars, or coaching sessions for English teachers to enhance their understanding and implementation of the Merdeka curriculum. There are many challenges faced by teachers and students such as; 1) teacher's lack of preparation, 2) the teacher's lack of familiarity with developing teaching and learning approaches, 3) the teacher's lack of strategies for product differentiation, 4) the student's lack of spirit, and 5) the student's lack of vocabulary therefore, the research found some strategies such as; improving self-competence, collaborating with other teachers, utilizing technology, and creating a learning community to solve all these challenges. By implementing these suggestions, MAN 3 Blitar can enhance the effectiveness of the Merdeka curriculum in English language teaching and learning and provide students with a more engaging and relevant learning experience.

### **2. For English Teacher**

Teachers should create an engaging learning environment, use diverse teaching methods, and provide a clear understanding of the Merdeka curriculum's objectives. They should also encourage students to improve their learning and engage in ongoing training and collaboration to develop flexible approaches and relevant learning resources.

### 3. For Future Researcher

It is hoped that future researchers are encouraged to build upon this study by exploring additional variables and refining their research instruments to gather more precise data that accurately reflects real-world conditions.